

DOCUMENT RESUME

ED 299 277

TM 011 897

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TITLE Chapter 1 Support for Instructional Development, 1986-87.
INSTITUTION Albuquerque Public Schools, NM. Planning, Research and Accountability.
PUB DATE Jan 88
NOTE 16p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Improvement; Elementary Education; Full Time Equivalency; *Inservice Teacher Education; *Instructional Development; *Literacy; Principals; *Program Evaluation; Resource Allocation; *Staff Development; Teacher Attitudes
IDENTIFIERS Albuquerque Public Schools NM; *Education Consolidation Improvement Act Chapter 1

ABSTRACT

Six of the 39 Albuquerque (New Mexico) Public Schools' Chapter 1 participating schools, as part of the school-based budgeting process, allocated a portion of their Chapter 1 resource allocation for on-site intensive staff development activities. Three schools--Alamosa, Chaparral, and Duranes--agreed to utilize the time of a Support for Instructional Development (SID) resource teacher equal to two-tenths (0.2) of a full-time equivalent (FTE) teacher. Three other schools--Griegos, Lavaland, and Navajo--contracted for one-tenth (0.1) FTE SID position each. The SID component provided staff inservice activities for 154 teachers, administrators, and other school personnel. These program participants served a total of 637 Chapter 1 students and were involved in activities that focused on the educational needs of these children. The principals and participants who completed feedback questionnaires (N=70) felt very positive about their involvement with SID; however, their comments indicated that the inservice component might be spread too thin and schools were not being served for long enough periods. It was also noted that a few participants were served who were not eligible for service since they did not have Chapter 1 students in their caseloads. In the future, this situation must be avoided if the project application continues to limit the service to teachers of participating Chapter 1 children. Participant and principal feedback questionnaires are attached. (Author/SLD)

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CHAPTER 1

SUPPORT FOR INSTRUCTIONAL DEVELOPMENT

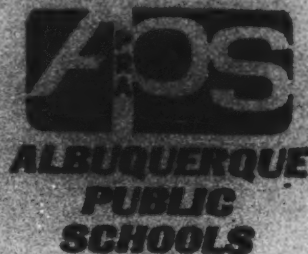
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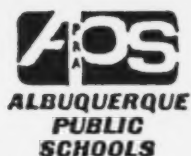
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January, 1988

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Chapter 1
Support For Instructional Development
1986-87

Administrative Summary

Six (6) Chapter 1 participating schools, as part of the school-based budgeting process, allocated a portion of their Chapter 1 resource allocation for on-site intensive staff development activities.

Three schools agreed to utilize the time of a Support for Instructional Development (SID) resource teacher equal to two-tenths (.2) of a full time equivalent (FTE) teacher and three other schools contracted for one-tenth (.1) FTE each.

The SID component provided staff inservice activities for 154 teachers, administrators, and other school personnel. These program participants served a total of 637 Chapter 1 students and were involved in activities which focused on the educational needs of these children.

The principals and participants who completed feedback questionnaires felt very positive about their involvement with SID; however, their comments indicated that the inservice component might be spread too thin and schools were not being served for long enough periods of time. It was also noted that a few participants were served who were not eligible for service since they did not have Chapter 1 students in their caseloads. In the future, this situation must be avoided if the project application continues to limit the service to teachers of participating Chapter 1 children.

**Albuquerque Public Schools
Chapter 1
Support For Instructional Development
1986-87**

Background

For several years, the Albuquerque Public Schools' (APS) Chapter 1 project has had a special inservice component, Support For Instructional Development (SID), designed to assist classroom teachers, Chapter 1 staff, and parents at selected schools in their effort to deliver quality educational experiences for participating Chapter 1 children.

Until the 1986-87 school year, funding for the SID activity at a school had been provided from Chapter 1 monies outside the school's regular Chapter 1 program resource allocation. When the district, including the Chapter 1 project, moved into full implementation of a school-based budgeting/planning process, all project schools had the opportunity to use a portion of their available Chapter 1 financial resources to provide SID services.

1986-87 Program Plan

Six (6) of the thirty-nine (39) APS elementary schools with Chapter 1 programs chose to allocate a portion of their Chapter 1 resource allocation for SID services. Three schools, Alamosa, Chaparral, and Duranes, each agreed to utilize the time of a SID resource teacher equal to two-tenths (.2) of a full time equivalent (FTE) teacher. The other three schools, Griegos, LavaLand, and Navajo, each contracted for one-tenth (.1) FTE SID position. An additional one-tenth (.1) FTE was designated as planning time for the two individuals who shared the SID staff position.

The Chapter 1 project application delineated the following SID objectives:

- . To provide a range of inservice activities which focus on the educational needs of Chapter 1 children and the strengthening of instructional practices to nurture their literacy development
- . To provide on-site assistance to requesting teachers of participating Chapter 1 students
- . To provide long-term, continuous support for requesting teachers in their efforts to provide appropriate literacy experiences
- . To provide assistance to parents of participating Chapter 1 children in meeting their learning needs

The project application further stated that the service would complement all Chapter 1 instructional programs and that "SID service is permissible only to teachers who have Chapter 1 participants in their regular caseload."

Summary of SID Services

During the 1986-87 school year, SID resource teachers reported providing services to 154 individuals at the six participating schools. This included fourteen administrators, one hundred twenty teachers, seven education assistants, seven curriculum specialists, two parents, and two "others." Thirty-three (33) of the 154 who were served had a Chapter 1 program connection; the other 121 were not directly involved with Chapter 1 program instruction or support services.

A total of 637 Chapter 1 students were a part of the SID participants' regular caseloads. However, a few SID participants also indicated that no Chapter 1 students were in their 1986-87 classrooms.

A variety of inservice activities and services were provided by the SID resource teachers in the limited amount of time they were scheduled at each school location.

Seventy-eight (78) study groups were conducted, with University of New Mexico credit available for participants who chose to go through the appropriate registration procedures. A total of eighty-three (83) individuals participated in the study groups, twenty-four (24) of whom earned a combined total of thirty-one (31) hours of university credit.

SID participants were involved in 837 individual advisory sessions and were provided over one thousand copies of various professional articles. One hundred thirty-six (136) classroom demonstrations were conducted, eleven (11) classroom visitations were arranged, five (5) total school inservice sessions were provided, and sixty-seven instances of locating educational materials for participants were noted. The services provided by the SID resource teachers required two hundred fifty-five (255) predelivery planning sessions.

Table 1 summarizes the service contact data submitted by the SID resource teachers. Two teachers were involved in the service delivery to the staffs of the six participating schools. One person provided service to five schools at eight tenths (.8) FTE, and a teacher provided service to the sixth school at one-tenth (.1) FTE through contracted services.

Table 1. 1986-87 Support for Instructional Development Contacts

No. of SID Participants	No. of Ch. 1 Children Served by Participants	No. of Schools Served by SID	No. of SID Inservice Activities					
			Advisories	Classroom Demonstrations	Location of Materials	Study Groups	Visitations	School Inservices
154	637	6	837	136	67	78	11	5

Participant Questionnaire

At each of the six SID-participating schools, the resource teachers distributed copies of a Participant Feedback Questionnaire (attachment A) to the faculty members who had been program participants. These questionnaires were to be completed and sent to Planning, Research and Accountability for tabulation.

The SID resource teachers reported serving 154 individuals. Seventy (46%) of those participants sent in completed questionnaires. Table 2 provides a description of the number served, the number of responses received from each served location, and the percent of total number of questionnaires received.

Table 2. Number and Percent of Questionnaires Returned by Served Location

School	Number Served	Number of Questionnaires Returned	Percent of Total Returned
Alamosa	28	16	23%
Navajo	23	13	19%
Chaparral	34	12	17%
Griegos	21	10	14%
Lavaland	28	10	14%
Duranes	20	9	13%
Totals	154	70	100%

Over half (59%) of those completing the questionnaire were regular classroom teachers, 21% were Chapter 1 teachers, and 20% were other faculty members.

A majority (59%) of the 68 respondents who indicated whether or not they had been able to participate in all the SID offerings and activities which interested them answered "yes." Those who said "no" cited scheduling conflicts, lack of personal time, and university classes as reasons for not being able to fully participate. When asked if adequate information had been provided about the SID offerings and services, ninety-five percent (95%) of the 62 who answered the question said "yes."

Respondents to the questionnaire were asked to place a check mark by the SID services received or activities in which they had participated. These services and activities had been listed in the Chapter 1 application as those which would be provided to accomplish the project objectives.

- . 77% of the 70 participants who completed and returned questionnaires indicated they had received assistance in further developing an understanding of reading and writing processes which extended to instruction appropriate for Chapter 1 children.
- . 89% received professional articles to support increased understanding of literacy processes and appropriate strategies for Chapter 1 children.

- . 57% had teaching methods and techniques demonstrated which were appropriate for the specific instructional needs of Chapter 1 children.
- . 33% gained feedback from a SID resource teacher's observations of their students, classroom activities, and teaching practices.
- . 49% said they obtained information about the successful practices of other teachers of Chapter 1 children.
- . 51% indicated that they had received information about available resources within the school or district which might be utilized in the instruction of Chapter 1 children.
- . 49% received assistance in formulating plans for effective learning environments in support of the literacy and concept development of Chapter 1 children.
- . 33% of the participants who completed the questionnaire said that instructional materials had been located and/or prepared to meet specific needs of Chapter 1 children.
- . 67% took part in a SID arranged workshop, interest group, or study group.
- . 11% visited and observed other classrooms through arrangements made by one of the SID resource teachers.

All of the services and activities which had been listed in the Chapter 1 project application and on the questionnaire had been utilized to some extent. The acquisition of professional articles, reading and writing advisories, and SID study groups were checked most frequently.

Project Effectiveness

Several questions, which were on the participant questionnaire and also on a separate Principals' Feedback Questionnaire (attachment B), provided an indication of the project's effectiveness as perceived by these two groups of respondents. The number (N) who answered from each group and the percent which marked each response choice is shown:

Q. Do you feel, that as a general resource, SID has been a positive influence in:

	(N)	Yes	No	Somewhat
-Encouraging understanding of the specific needs of Chapter 1 students?				
Participants	(64)	84%	-	16%
Principal	(5)	100%	-	-
-Encouraging instructional strategies that are appropriate for your Chapter 1 students?				
Participants	(65)	94%	-	6%
Principals	(5)	100%	-	-

		<u>(N)</u>	<u>Yes</u>	<u>No</u>	<u>Somewhat</u>
Q. Do you feel that the SID services have helped your staff (you) provide appropriate instruction for (your) Chapter 1 students?					
	Participants	(63)	84%	2%	14%
	Principals	(5)	80%	-	20%
Q. Has the SID staff been a positive resource?					
	Participants	(66)	97%	-	3%
	Principals	(5)	100%	-	-

The participant and principal responses were very positive. They saw SID as a helpful inservice approach and gave an enthusiastic endorsement of the SID staff.

Principals' Questionnaire

The principals of the SID-served schools were asked to respond to other questions in addition to those reported above. Six schools had utilized the services of the SID project; however, only five of the principals completed the questionnaire. The actual number of responses to a particular item choice has been reported. Percentages are not included, because of the limited number of principals involved in the survey.

		<u>Total (N)</u>	<u>Yes</u>	<u>No</u>	<u>Somewhat</u>
Q. Did the SID staff provide a range of inservice activities which focused on the literacy needs of your Chapter 1 children?					
		(5)	4	-	1
Q. Did SID provide on-site assistance to requesting teachers of Chapter 1 students?					
		(5)	5	-	-
Q. Was long term continuous support available from SID for requesting teachers in their efforts to provide appropriate literacy experiences?					
		(5)	2	3	-
Q. As a result of SID services or activities, have you observed:					
- Modification in the methods and approaches used in teaching Chapter 1 children?		(5)	3	-	2
- Changes in room arrangements and/or increased utilization of appropriate learning environments to address the needs of Chapter 1 children?		(5)	2	-	3

	<u>Total (N)</u>	<u>Yes</u>	<u>No</u>	<u>Somewhat</u>
- An increase in requests for literacy materials (books, tapes, posters, book binding machine, etc.) to meet the instructional needs of Chapter 1 children?	(5)	2	-	3
- Improved communication between classroom teachers and Chapter 1 teachers?	(4)	4	-	-
	<u>Total (N)</u>	<u>Too Long</u>	<u>Too Short</u>	<u>Just Right</u>
Q. Was the period of time spent at your school:	(4)	-	4	-

The principals of the participating schools indicated that SID resource teachers not able to remain at their respective schools for a long enough period of time, and because of that, teachers were not provided long term support. They did feel that the services and activities had resulted in better communication between classroom teachers and Chapter 1 teachers, and in improved instruction for Chapter 1 students.

Participant and Principal Comments/Suggestions

On both the participant and principal questionnaires, respondents were asked what they perceived to be the most beneficial aspect of SID services. Their suggestions regarding SID services and activities were also solicited.

Many participants mentioned distribution of professional articles, the availability of on-site assistance, and emphasis on whole language activities as being very beneficial. The study group and in-classroom demonstrations were also named by several respondents from both groups. In addition, several indicated that the resource teacher's ideas and the support which was provided to classroom teachers were most appreciated. Others felt that the dialogue among teachers that resulted from SID participation was the primary benefit of the inservice component.

The most frequent suggestion of both the participants and the principals was that SID services and activities be scheduled at a school for longer periods of time. One principal said that a .2 FTE commitment was not enough. A participant "strongly recommended" that the SID resource teachers be assigned to only one school-site to avoid spreading the services too thin, limiting the number of teachers that could be reached at a school, and adversely affecting the quality of services.

Other suggestions included:

- more emphasis on providing an orientation to SID to help participants realize how they might utilize SID services,
- having funds for substitute teachers so that school staff members could visit other schools and classrooms, and
- providing the services in the fall rather than late in the school year.

Summary and Conclusions

The Chapter 1 Support for Instructional Development component provided services to the faculties of six schools by scheduling a portion of time of one (1) FTE teacher as an inservice resource person.

While the services and activities were viewed very positively by school principals and participants, many felt that the component was being spread too thinly and that schools were not being served for long enough periods of time. Nevertheless, those served did indicate that they felt that improved instruction for Chapter 1 students would result from the SID involvement at the participating schools.

A few SID participants indicated that they did not have Chapter 1 students as part of their caseloads. Since this was specifically prohibited in the Chapter 1 project application, those participants should not have been served. This situation must be avoided in future SID services and activities.

Chapter 1 Support For Instructional Development Participant Feedback Questionnaire

School _____

Classroom Teacher ☐Chapter 1 Teacher ☐

Other _____

1. a. Were you able to participate in all the SID offerings and activities which interested you?
If no, why? _____

- b. Did you receive adequate information regarding the services offered by SID?

2. Do you feel, that as a general resource, SID has been a positive influence in:

- a. Encouraging understanding of the specific needs of Chapter 1 students?
b. Encouraging instructional strategies that are appropriate for your Chapter 1 students?
c. Encouraging the use of appropriate materials for your Chapter 1 students?

3. Do you feel that the SID services have helped you provide instruction for your Chapter 1 students?

4. Has the SID staff been a positive resource?

5. Please check (✓) the SID services you received or activities in which you participated:

SID Advisory Services

- a. Received assistance in further developing an understanding of reading and writing processes which extended to instruction appropriate for Chapter 1 children. _____
- b. Received professional articles to support increased understanding of literacy processes and appropriate strategies for Chapter 1 children. _____

Yes	No
—	—
—	—

Yes	No	Somewhat
—	—	—
—	—	—
—	—	—
—	—	—
—	—	—

- c. Had teaching methods and techniques demonstrated which are appropriate for the specific instructional needs of Chapter 1 children. _____
- d. Gained feedback from SID observations of my Chapter 1 children, classroom activities, and teaching practices. _____
- e. Obtained information about the successful practices of other teachers of Chapter 1 children. _____
- f. Received information about available resources within the school, area, and district which might be utilized in the instruction of Chapter 1 children. _____
- g. Received assistance in formulating plans for effective learning environments in support of the literacy and concept development of Chapter 1 children. _____
- h. Instructional materials were located and/or prepared to meet specific needs of Chapter 1 children. _____

SID Inservice Activities

- a. Took part in a SID arranged workshop, interest group, or study group. _____
- b. Visited and observed other classrooms through arrangements made by the SID staff. _____

6. Most beneficial aspect of SID services?

7. Suggestions regarding SID services or activities.

Thank you for your response. Please return your completed questionnaire to the Monroe Complex, Chapter 1 Evaluation, via APS mail.

Attachment B

Chapter 1 Support for Instructional Development
Principal Feedback Questionnaire

School _____

1. Did the SID staff provide a range of inservice activities which focused on the literacy needs of your Chapter 1 children?
2. Did SID provide on-site assistance to requesting teachers of Chapter 1 students?
3. Was long-term, continuous support available from SID for requesting teachers in their efforts to provide appropriate literacy experiences?
4. Do you feel, that as a general resource, SID has been a positive influence in:
 - a. Encouraging understanding of the specific needs of Chapter 1 students?
 - b. Encouraging instructional strategies that are appropriate for Chapter 1 students?
 - c. Encouraging the use of appropriate materials for Chapter 1 students?
5. Do you feel that the SID services have helped your staff provide appropriate instruction for Chapter 1 students?
6. Has the SID staff been a positive resource?
7. As a result of SID services or activities, have you observed:
 - a. Modifications in the methods and approaches used in teaching Chapter 1 children?
 - b. Changes in room arrangements and/or increased utilization of appropriate learning environments to address the needs of Chapter 1 children?
 - c. An increase in requests for literacy materials (books, tapes, posters, book binding machine, etc.) to meet the instructional needs of Chapter 1 children?
 - d. Improved communication between classroom teachers and Chapter 1 teachers?

Yes	No	Somewhat
—	—	—
—	—	—
—	—	—
—	—	—
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—	—	—
—	—	—
—	—	—
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—	—	—
—	—	—
—	—	—

8. How long did the SID inservice teacher(s) spend at your school? _____

a. Was this period of time ____Too long, ____Too Short,
____Just Right?

9. Most beneficial aspect of SID services?

10. Suggestions regarding SID services or activities?

Thank you for your response. Please return your completed questionnaire to Monroe Complex,
Chapter 1 Evaluation, via APS mail.